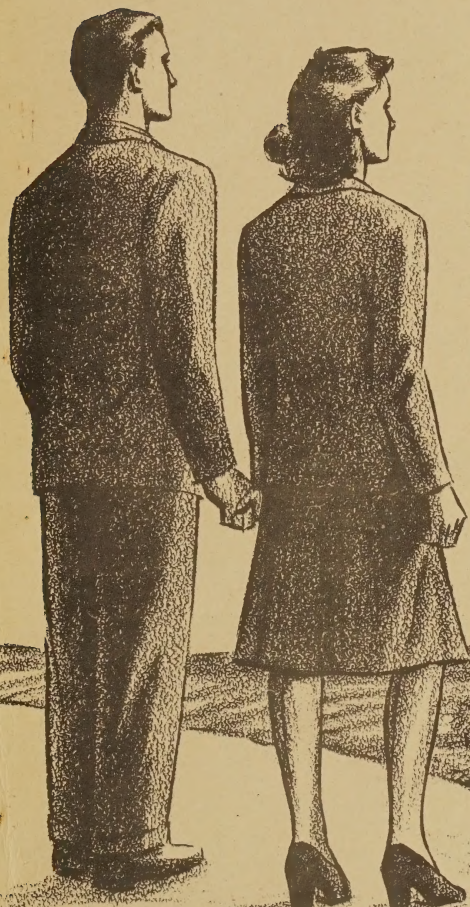


Review of the **4-H HOMEMAKING CLUB PROGRAM**

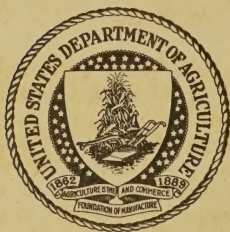
THEME:

*Creating better
homes for
better
living.* x



EXTENSION SERVICE • U.S. DEPARTMENT OF AGRICULTURE

UNITED STATES
DEPARTMENT OF AGRICULTURE
LIBRARY



BOOK NUMBER

1.913
F3R322
Prelim.

624845

United States Department of Agriculture
Extension Service
Washington 25, D. C.

REVIEW OF THE 4-H HOMEMAKING CLUB PROGRAM

CREATING BETTER HOMES
FOR
BETTER LIVING

CRITERIA FOR THE EVALUATION AND FURTHER
DEVELOPMENT OF 4-H HOMEMAKING CLUB PROGRAMS

Gertrude L. Warren
Organization of 4-H Club Work

FOREWORD

Since the beginning of 4-H Club Work, homemaking programs have been reviewed, results evaluated, and revisions made in keeping with the findings at rather regular intervals. At the close of the war, it was again deemed feasible to make such a review in the light of postwar developments and trends. Moreover, such a review seemed appropriate as a follow-up of the report made by the National Advisory Group on 4-H Postwar Programs, in which were developed the 10 4-H guideposts. In fact, the material brought together in this review is really an amplification of the sixth guidepost, "Creating better homes for better living." In addition, it was felt that there was a need for carefully developed criteria by which to evaluate work under way, based on the experiences of extension staff members as well as on the philosophy and objectives relative to the 4-H homemaking club program. Such criteria recently developed in connection with the various phases of the 4-H homemaking program are already, according to reports, proving especially helpful to recently appointed State extension workers who are responsible for 4-H homemaking club work.

It is the intent that State club leaders and specialists review this material again very carefully and feel free to make suggestions for its improvement so that it may be of maximum value to all those who may use it. It will be appreciated if suggestions for the second revision reach this office by October 1. This material will then be revised for the second time in keeping with the suggestions received, based on further discussion and use.

In the use of any of this material it is hoped that recognition will be given to the place of the 10 4-H Club guideposts in the development of objectives and criteria for the different phases of the 4-H homemaking program. It cannot be too strongly emphasized that, to help prepare tomorrow's citizens, physically, mentally, and spiritually, 4-H Club work provides opportunities for voluntary participation in programs, built on needs and interests, through which youth are:

1. DEVELOPING TALENTS FOR GREATER USEFULNESS.
2. JOINING WITH FRIENDS FOR WORK, FUN, AND FELLOWSHIP.
3. LEARNING TO LIVE IN A CHANGING WORLD.
4. CHOOSING A WAY TO EARN A LIVING.
5. PRODUCING FOOD AND FIBER FOR HOME AND MARKET.
6. CREATING BETTER HOMES FOR BETTER LIVING.
7. CONSERVING NATURE'S RESOURCES FOR SECURITY AND HAPPINESS.
8. BUILDING HEALTH FOR A STRONG AMERICA.
9. SHARING RESPONSIBILITIES FOR COMMUNITY IMPROVEMENT.
10. SERVING AS CITIZENS IN MAINTAINING WORLD PEACE.

In presenting this material for the consideration of State extension workers, appreciation should be expressed to all those State club leaders, State extension specialists, and members of the Federal Extension Service who aided so generously in its preparation.

MAIN OBJECTIVES

Any 4-H homemaking club program should seek to help 4-H Club members, particularly 4-H Club girls--

1. To acquire a knowledge of, and to participate in those homemaking activities that make for a happy family life.
2. To attain desirable individual and social satisfactions involved in homemaking.
3. To acquire an understanding of the basic principles governing family relationships and their use in everyday living.
4. To develop and maintain optimum physical and mental health for the sake of self, home, and community.
5. To become proficient in those housekeeping skills and managerial abilities that make for a comfortable, satisfying home.
6. To learn to buy wisely what is needed for self and for the home and to use farm and home resources intelligently to the end that family income may be well utilized and family goals attained along with personal satisfactions.

7. To widen constructively the circle of friendships, contacts, and experiences.
8. To recognize and accept responsibilities as citizens of their own home communities.
9. To develop an active interest in national and international affairs to the end that all may serve effectively in building and maintaining world peace.

STATISTICAL DATA

Examination of statistical reports of 4-H Club activities indicates that there are nearly a million girls conducting 4-H homemaking club activities; that 38 percent of the girls are members for 1 year and 25 percent carry club work for 2 years. Five percent of all girls are 5 year members and 1 percent continue over 7 or more years. It is interesting likewise, to observe that nearly 300,000 are from 14 to 21 years of age and are conducting their 4-H homemaking activities in addition to their high school work; that 16 percent of the girls enrolled in 4-H Club work are 11 years of age, and 17 percent are 12 years of age.

In spite of this good showing and many justifiable reasons for the age distribution, the data would seem to indicate that the homemaking projects need further revision in order to appeal more effectively to the younger girls and lead them to remain longer in the work and thus receive more of its benefits. The data also would seem to indicate that there should be revisions to make the appeal to more of the older girls from 14 to 21 years of age. Moreover, there may be need for more guidance of local volunteer leaders in the use and interpretation of the materials to members, so that such leaders may more effectively inspire members to carry on their work over several years and, in turn, to gain those benefits inherent in the 4-H Club program when properly conducted.

CHARACTERISTIC TRAITS AND NEEDS OF DIFFERENT AGE GROUPS IN RELATION TO THE 4-H HOMEMAKING CLUB WORK

In considering certain traits and needs of the 10- to 12-year-old 4-H Club members, we might list the need for friendship and creative experiences among the first; but also important, the desire to be accepted by the 10 to 12 group and recognition of their accomplishments by parents and friends. years of A love for adventure and the inspiration to do something tangible age should not be forgotten. For example, what does the homemaking clothing program do in the first year to inspire a member to continue the work? Does the 10- to 12-year-old spend the year making a pot holder, dust cloth, or towel until her interest in clothing is dulled by stitches and seams and first steps? Or does the leader see that the same techniques could be accomplished by girls making an attractive but simple apron pattern or head scarf or small handbag and applying the fundamental stitches and seams, resulting in an attractive garment or accessory that can be exhibited to family and friends with pride? Moreover, could not the same apron pattern be adapted to a gathered dirndl skirt and then another year to a jumper dress? Which of these

two plans is more creative and inspiring to the member? Which of these two plans leads to continuation in the work and better and more work done? Much of the success of the completion of any project is dependent upon the leader's ability to stimulate the members' interests, arouse their curiosity, and make them want to continue. It should not be forgotten that young people of this age group accept direction and leadership easily, often blindly, and that instruction must be definite and given in short periods.

What of the 13-to-15 age group? During these years the member usually begins to want to be free from the parental hand. These are the years, too, when the project should serve the member's personal needs. Rapid physical growth is made at this time, and projects should be planned to meet the need for relaxation and release of nervous energy.

Much patience and understanding are often necessary, for this is a period of great energy and vitality and growing independence. Young people want to do things themselves. The developing interest in the opposite sex during this period stimulates girls to be increasingly interested in their appearance and manners. This seems to me important to consider in planning the appeals and content of clothing and foods projects particularly. This same sex interest causes young people to be very sensitive about the appearance of their home and their parents at this age.

Although, at present, nearly 120,000 girls, 16 to 21 years of age, are being reached through the 4-H homemaking club program, an earnest effort should be made to reach a larger number. In connection with activities for this 16-21 years age group, are we aware of the need and desire on the part of these girls to achieve something significant and unique? Their desire to serve? To lead? Their need for rich experiences? Their need to be challenged so that they will wish to prove their abilities to should responsibilities? Their efforts to be entirely free of parental domination and out "on their own"? Their desire for coeducational activities? Their efforts to choose a vocation or to select a mate or both? Their tendencies to question things that are often a normal, healthy skepticism? According to census figures, if a young rural girl intends to marry, the chances are even that she will do so, if at all, before she is 21 years of age. If we would only anticipate the circumstances that these girls may be facing in the near future, we as leaders might be able to meet the interests of these older girls and understand their attitudes more adequately. Frequently, they may be found to resent the fact that there is no differentiation between younger members' project material and that prepared for them. Perhaps, "fields of study" should be developed for these older girls, taking form through informal group discussions and various activities evolving around community life and everyday problems and experiences.

These older girls need to have their abilities recognized by adults and to be given more of a share in the community pattern--the church, the school, the Grange, and community activities at large. Opportunities for increasing leadership responsibilities should be provided.

Any program suggested should provide opportunity for the development of skills that will tend to challenge their abilities. Demonstration of these skills is important. Contact with nature is vital; a love for the open country can be developed which will create a desire to defend, protect, and conserve the land.

Such experiences often develop loyalty, patriotism, and character on the part of the club member. It is the age when devotion to democratic ideals can be demonstrated. It is the age also when the desire to participate in community responsibilities is keenly experienced.

ATTITUDE OF FORMER 4-H GIRLS

Recently, informal discussions were held with former 4-H girls now in the armed services stationed in the Washington area regarding project activities and materials. A summary of the questions asked showed that:

Older girls do not want to do the same project work as the younger members do. Moreover they like to work on programs in which boys participate also.

Girls would like adults to share more responsibilities with them.

A child-care project or housing study should be a part of all 4-H homemaking club programs.

Older girls like to be junior leaders.

All girls like to plan things together, having a leader who will be one of them.

MEETING THE NEEDS OF THE OLDER 4-H GIRLS

Experience seems to indicate that leaders need to anticipate situations that may arise and be able to adjust homemaking programs to meet these situations as they do arise, thus helping 4-H members to take advantage of opportunities for full development. Every leader needs to find out what each older girl plans to do, and then, after determining her needs, guide her through the development of a program which will help her carry out the plans which she has been developing or thinking through in her own mind. For example, in the clothing club work, the following questions might be raised:

1. Is the 4-H girl planning to go to college? If so, then the 4-H clothing project should --

Arouse her interest in a wardrobe that will adequately take care of all occasions on the college campus.

Help her to make a wardrobe inventory and a clothing budget.

Help her to select clothes and accessories which will be needed in keeping with her clothing inventory and budget.

Plan with her how some of her clothing might be made over.

Provide her with all possible help in good grooming.

Guide her in developing good buymanship habits in selecting textiles, fabrics, and accessories.

Help her to develop good posture, poise, and a well-modulated voice.

Guide her in how to make worth-while, successful contacts with the aid of attractive appearance and appropriate dress for the occasion.

2. Will the girl go to town to work (business or domestic)? If so:

Help her in learning how to budget money for clothing.

Guide her in choice of proper clothing for business and social occasions outside of office.

Point out to her the importance of attractive appearance, good posture, and good grooming in getting a job and holding it.

Highlight the value of a pleasant voice and proper techniques along with attractive appearance in making worth-while contacts.

3. Will the girl remain at home? If so:

Help her to develop ability to make her own clothing and thus save her cash for other needed things.

Help her to make clothing for other members of the family and thus share in home responsibilities.

Encourage her through her clothing work in the development of her personality and that self-confidence which comes from being suitably and attractively dressed.

4. Will the girl marry soon? If so:

Guide her in taking inventory of her wardrobe and planning what needs to be done.

Help her to plan her trousseau.

Help her to plan and make what clothing she will need in her own home; in making new social contacts.

CRITERIA FOR ANY 4-H HOMEMAKING CLUB PROGRAM FOR GIRLS

The following points might well be considered in relation to any 4-H home-making program for 4-H Club girls:

Does it provide opportunity for young people to participate along with adults in the initial planning and development of the program?

Does it recognize individual and community needs?

Does it solve a real problem?

Does it provide for constructive work and ownership experiences?

Is it sufficiently flexible to be easily adapted to economic and social levels as well as levels of development and abilities of the members of the group?

Is it in keeping with the general objectives for a 4-H homemaking club program?

Is it organized in accordance with good democratic procedures?

Does it develop girls' skills to keep pace with their growth mentally?

Does it direct girls' abilities to make wise selections by helping them to weigh choices?

Does it make girls aware of the natural resources that they can use?

Does it contribute to the cash income of the family?

Does it develop personality, poise, self-confidence, tolerance, and ability to work with people?

Does it contribute to the health of the individual, the family, and the community?

Does it contribute to fun and fellowship?

Does it contribute to a good-neighbor spirit?

Does it aid in broadening the interests and general viewpoint of girls?

Does it stimulate the interest of girls so that the desire is aroused to continue club work through several years?

Does it equip girls to assume more responsibility when emergencies arise?

Does it convey to the girl the important values of a home in terms of the family members? From the standpoint of the Nation?

Does it create a desire on the part of girls to follow a career or make their own home their career? Does it contribute to the development of a satisfying home life?

Does it encourage girls to have faith in the future?

Does it encourage girls to develop their own picture of the ideal 4-H girl? The ideal homemaker? The ideal home?

EXAMINATION OF MATERIALS

What use is made of the materials and subject matter at hand?

How often is 4-H literature analyzed in relation to general appearance, readability, organization, and basic educational principles of procedure?

Are materials so prepared that their illustrations, vocabulary, and phraseology appeal to the age groups that will use them?

Is the type a readable size?

Are records kept with interest, or because they are required? Are records personalized? Is the value of a record adequately appreciated?

Does the record serve as a teaching device? Is it helpful to appoint and train one member to be responsible for keeping and checking record books at 4-H meetings?

Is judging experience a part of each program?

Are demonstrations and demonstration teams an all-important part of the program?

Does every club member give at least one demonstration a year? Is there at least one demonstration given by a 4-H member at each meeting?

Is the use of short plays encouraged to emphasize and illustrate the value of the project?

What part do music and art play in the program?

THE CULTIVATION OF THE FIVE SENSES IN RELATION TO THE 4-H HOMEMAKING CLUB PROGRAM

The five senses are common to almost everyone. Their importance is recognized in everyday life and living and they are being increasingly considered as essential in the learning process. However, is the local leader guided to consider how these senses can be brought to play to the full in the success of a 4-H home-making club project or activity? The examples herein given may have an appeal in the development of creative activity which, in turn, tends to make the process of learning continuous. Moreover, such examples as those here listed may do much to develop high standards of home living, particularly among young people of the low income group.

- Sight: Attractive dress, good manners (Clothing).
Clean, shining hair, well-kept hands (Grooming).
Well-prepared, attractively arranged food (Food Preparation).
Colorfully and interestingly set table for different meals
(Meal Planning).
Rows of well-placed jars of canned food on storage shelves
(Food Preservation).

Attractively and conveniently arranged bedroom with crisp, clean curtains, and simple dressing table (Room Improvement).
Teeth that sparkle (Health).
Steaming, fluffy, baked potatoes, and freshly roasted corn (Outdoor Cooking).
Shadows of sunlight and moonlight created by landscape improvements (Home Beautification).
Children that play contentedly, looking sweet and clean (Child Care).
Well-formed bodies, glistening skin (Good Posture-Health).

Sound: Happy, cultivated voices.
Sound of singing--choral reading, listening for their own "inner voice."
Songs of native birds.
A baby's cry in real distress (Child Care).

Taste: The subtle flavors of thyme, chive, marjoram, sage, and rosemary when judiciously used (Food Preparation).
Savory relishes (Food Preparation).
Spicy condiments (Food Preparation).
Tender, juicy steak (Food Preparation).

Smell: Freshly laundered clothing (Clothing).
Bread just out of the oven (Food Preparation).
Freshly cleaned rooms (Home Management).
Aroma of good coffee (Food Preparation).
Appetizing stew or roast in process of cooking (Food Preparation).
Perfume of lavender in linen (Room Improvement).
Fragrance of mint (Food Preparation).

Touch: Smooth, well-kept hands (Grooming).
Soft, silky hair (Grooming).
Salad that is crisp and fresh (Food Preparation).
Freshly laundered sheets (Home Improvement).
Smooth, silken wood (Crafts).

4-H FOOD PREPARATION PROGRAM OBJECTIVES

To help 4-H Club girls:

1. To develop skill in the preparation of food and in the planning and serving of meals.
2. To gain an understanding of the preparation and combination of wholesome foods and of the selection for an adequate diet.
3. To gain an understanding of the signs of good health, and food needs of the different age groups.
4. To acquire desirable personal food habits.

5. To select wisely food to be purchased through a study of food costs and perhaps food rationing.
6. To make the greatest possible use of home-produced food.
7. To store food in the home according to various methods and to prepare such for the family in keeping with the best known practices.

GENERAL CRITERIA FOR A FOOD PREPARATION PROGRAM

- Does it meet the needs and interest of the members of the group?
- Is it based on practical meal preparation work?
- Is it organized on a basis of practical, interesting units or situations such as supper, breakfast, dinner, lunch box?
- Does it create interest in foods and a desire to continue the next year?
- Does it help girls to prepare pleasant surprises for the family?
- Does it stimulate parental commendation and cooperation?
- Does it contribute to a working knowledge of nutrition?
- Does it contribute to the health of the individual and the family?
- Does it develop a desire to share home responsibility?
- Does it contribute to the home food supply?
- Does it contribute to the cash income?

Senior 4-H Members:

Does it help girls to recognize economic significance of foods?

- a. Marketing of produce?
- b. Large-scale production problems?

Does it stimulate interest in planning and serving meals for community activities?

Does it arouse desire to follow foods as a career, such as:

- Homemaker?
- Home demonstration agent?
- Home economics teacher?
- Food specialist--writing for magazine?
- Red Cross worker?
- Hospital dietitian?
- Home service consultant?
- School lunch manager?

Does entertaining family guests and friends become fun because the girl has learned to be a good hostess?

Does it help girls to serve in the community in time of emergency?

Does it help girls to prepare foods that are especially liked by their fathers and by other members of the family?

Does it help the 4-H girl to guide younger members of the family in eating the right foods?

Does it encourage girls to become familiar with food problems of other nations? Their diets and their needs?

Has interest in color and design been applied to food and food arrangements?

Does program show the importance of food in relation to personal beauty and health?

4-H FOOD PRESERVATION PROGRAM OBJECTIVES

To help 4-H Club girls:

1. To acquire the knowledge and develop the skills essential to the successful preservation of fruits, vegetables, and meats.
2. To increase the home food supply by taking an active part in canning, freezing, drying, curing, and storing for the family.
3. To recognize the importance of fruits and vegetables in the diet and to increase their use during the winter months.
4. To utilize products raised on the farm.
5. To promote a more varied, well-balanced diet and reduce cash expenditures for food by the use of a family food preservation plan.

GENERAL CRITERIA FOR A 4-H FOOD PRESERVATION PROGRAM

- Does it cover all practical phases of food preservation?
- Are products preserved in keeping with family food preservation budget?
- Do girls learn to use preserved food in meal preparation?
- Are girls enabled to handle equipment used in preservation of food with safety?
- Do girls learn the economic significance of food preservation?
- Is food production an important phase of the program?

Senior 4-H Members:

- Are they enabled to plan the family's food budget in relation to canned, frozen, stored, cured, and dried foods?
- Does it provide opportunity to demonstrate what has been learned to others-- individuals, community groups, other clubs?
- Does it suggest a future profession such as:
 - a. Home economics adviser in food industry?
 - b. Home economics contributor to magazines?
- Does it point out the values of dried food as related to transportation and storage facilities?
- Does it aid members as they begin to establish homes of their own?

4-H CLOTHING CLUB PROGRAM OBJECTIVES

To help 4-H Club girls:

1. To acquire the skills and knowledge necessary to plan, select, construct, assemble, and care for suitable costumes for work, school, and social occasions.
2. To dress appropriately, becomingly, and healthfully, in keeping with a well-planned family clothing budget, for all occasions, but particularly for work, school, and social events.
3. To coordinate a practical knowledge of the techniques of clothing construction with the principles of color, line, and design as applied to each individual.

4. To become aware of the economy of thoughtful planning, buying, and care of clothing.
5. To care for their wardrobes by laundering, pressing, repairing, and storing
6. To "know themselves" in order to choose the clothing most suitable and serviceable to their type and most expressive of their personality.
7. To develop grace, poise, good posture, and the habits of good grooming.
8. To develop initiative and imagination that will enable her to use to the best advantage all available clothing material.
9. To make useful articles of wearing apparel and accessories related to the wardrobe by knitting, crocheting, or by the other practical needlecraft arts.
10. To be of service to the family and to organizations in the community that are carrying on "relief" clothing activities.

GENERAL CRITERIA FOR THE 4-H CLOTHING PROGRAM

- Does it highlight the importance of planning clothing in keeping with a well-listed inventory?
- Is it in the form of an interesting unit based on felt needs for different seasons--summer or winter? Different occasions--school, church, party, or sports? By such means, girls will take into consideration automatically the choice of suitable underclothing and accessories.
- Does it create a desire to make one's own clothing?
- Does it recognize interests of different age groups?
- What is done in the first year to inspire a member to continue the work another year?
- Does the work suggested for young girls involve the use of skills requiring larger muscles and action rather than fine techniques that call for precision, detail, or painstaking effort? For example:
- Treading a machine or hemming by hand?
 - Making large hand stitches or small stitches?
 - Making large decorative stitches on coarse material with yarn or doing fine embroidery?
- Does it use "accessories" to stimulate interest?
- Is there a choice of garments and articles to be made?
- Is recognition given to the purchase of fabrics or garments as related to their place in the unit of work undertaken, suitability to clothing on hand, cost, and upkeep?
- Does it include care of clothing, including mending, darning, cleaning?
- Does it contribute to the health of the individual and the family?
- Does it include remodeling of clothing?
- Does it include laundering of clothing?

Senior 4-H Members:

- Does it arouse a girl's interest in having a practical, satisfying wardrobe?
- Does it develop interest in good grooming to best advantage?
- Does it satisfy a girl's desire for self-expression and beauty?
- Do girls gain knowledge of --
- a. Fabrics, textures?
 - b. Principles of buying?
 - c. Sources of materials?

- Does it encourage development of personality of members? Does it help them to develop self-confidence?
- Does it satisfy a girl's desire for self-expression and beauty?
- Does it help girls to become aware of their influence on the community through the wearing of attractive but inexpensive clothes?
- Does it aid a girl in planning her graduation outfit, her trousseau, or hope or treasure chest?
- Could choice of career be influenced by girl's clothing work --

- Clothing specialist?
- Home demonstration agent?
- Clothing teacher?
- Dressmaker?
- Milliner?
- Fashion designer?
- Fashion illustrator?

- Does it help girls to creditably help, in turn, relief organizations through sewing techniques they have learned?
- Is it a really gainful experience to the girl?
- Are special visits to stores, garment factories, experimental laboratories, or manufacturing plants planned as a part of work when practicable?
- Are fabric and textile exhibits encouraged?
- Does it encourage girls to sew for --

- a. Little children?
- b. A new baby?
- c. Their mother?
- d. Other family members or other families in need?

- Do girls learn to appreciate the clothing customs of other nations?
- Does it suggest that girls interview beauty specialists and report results to club?
- Does it point out relationships of beauty, health, and outdoor sports through development of proper play clothes?
- Does it encourage girls to demonstrate what they have learned to others in the community?

4-H CHILD CARE PROGRAM OBJECTIVES

To help 4-H Club girls:

1. To develop skill in the successful and happy handling of little children.
2. To recognize the needs of a child so that its development may be normal and happy.
3. To learn some fundamental principles of growth and development and how to use them while caring for young children.
4. To acquire a better understanding of self through learning about little children.
5. To be of real service to their mothers and other mothers of young children.
6. To appreciate the importance of the family in the life of the child.
7. To learn the difference between child and adult needs.
8. To become familiar with the human processes of life and living under familiar circumstances.

GENERAL CRITERIA FOR THE 4-H CHILD CARE
PROGRAM

I. Helping With Children at Home.

1. Are the girls helped to understand the needs, interests, and abilities of children of different ages? (This should not be theoretical, but should grow out of actual home experiences.)
2. Are the girls encouraged to try to find out why things have happened and helped to arrive at possible solutions? (Perhaps Jimmy refuses to eat; or Betsy cries when she has to go to bed; or Susan always creates a fuss with other children.)
3. Are the girls encouraged to take specific problems to work on? (Let's say a girl is trying to help Susan to get along better with other children.) Does the club leader continue to follow up the problem, finding what has been done and how it has worked?
4. Do girls gain a respect and an appreciation for the child as an individual? Are girls helped to see things from the child's viewpoint?
5. Are the girls taught the importance of being honest, straightforward, courteous, and considerate in their relations with children?
6. Are the girls made aware of the most helpful methods of controlling children? Have they been taught the value of praise properly used and the danger of controlling through fear?
7. Have the girls been taught how to play with children? Do they know how to help to entertain a convalescent child?
8. Do the girls become familiar with desirable books, music, and play materials for children? Have they had some guidance in story telling? Do the girls see interesting reading materials on child care?
9. Have the girls been taught judgment in buying and constructing children's play materials?
10. Have the girls developed understanding and skill in the physical care of children? (Sleeping habits, eating habits, toilet habits, bathing the child.)
11. Do the parents of the girls understand their plans to help with the children at home? If they are not sympathetic or cooperative, can the club leader help to bring about a better understanding?

II. Caring for Children Outside the Home.

The techniques in dealing with these children would, of course, be the same as those in dealing with their own brothers and sisters. However, the girls must be taught that they have additional responsibilities.

1. Have the girls been taught the importance of promptness and personal appearance?
2. Have the girls been taught to keep in strict confidence, things that happen while they are caring for children?
3. Do the girls realize the importance of discussing with the mother what she wants done and how she wants it done?

4. Have the girls been taught how to take suggestions and criticisms?
5. Do the girls use a chart to be filled in by the mother and the girl together, including such items as what doctor to call and how; where the mother will be and how to reach her; whom to call in an emergency; what the child is to eat; how much help to give in dressing, and where the child is permitted to go.

4-H HOME MANAGEMENT PROGRAM OBJECTIVES

To help 4-H Club girls:

1. To appreciate their responsibilities in the management of their homes.
2. To develop the skills which will enable them to perform routine home tasks efficiently, with satisfaction and pride.
3. To understand the importance of conserving home equipment and materials through correct use, care, and repair.
4. To appreciate the importance of, and their responsibility for promoting home safety and fire prevention as a conservation measure.
5. To realize that efficient, cheerful carrying on of routine household tasks aids them in becoming good homemakers and citizens.
6. To understand the need for, and the use of, a plan for handling money, how to keep records, and how to use them in planning.
7. To understand the importance of good family relationships as a phase of good management and to carry out their part.
8. To care for household equipment and furnishings and daily and seasonal care of the home.
9. To acquire the ability and skill to do the family laundry with the least amount of effort and time.
10. To develop an understanding of good arrangement of equipment and materials for ease in getting work done.
11. To develop initiative and imagination in making decisions about the use of one's own time and abilities in homemaking.
12. To make useful articles for the home.
13. To acquire useful skills in using hammer, nails, and other home carpentry tools, so that minor household repair jobs can be made with ease and a sense of mastery.

GENERAL CRITERIA FOR A 4-H HOME MANAGEMENT PROGRAM

- Does it encourage the family to plan together to get the job done?
- Does it develop initiative and the ability of girls to improve living conditions in their own homes?
- Do girls learn better methods?
- Do girls learn how to do housekeeping tasks in the easiest and most efficient ways and understand the time and motion principles involved?
- Do girls learn how much time is required for different tasks and learn to manage their own day's time?
- Does it teach girls how to earn money and how to plan for the wise use of money?

Are girls taught how to do various household tasks involving lifting, standing, bending, and using correct posture?
Do girls learn the skill of managing a home, delegating duties, and care of household equipment and furnishings?

Senior 4-H Members:

Are girls encouraged to plan and analyze the job in the home; example -- dish-washing, cleaning, laundering?
Does it create a desire to improve ways of keeping the home orderly and neat?
Does it help club members to keep personal accounts and to plan for future expenditures wisely?
Does it help girls to understand the family budget, desirable business procedures, insurance and investments, and to plan accordingly?
Does it encourage girls to plan and share home responsibilities?
Are girls enabled to handle the marketing, to make an efficient shopping list?
Are girls encouraged to apply simplified methods to all jobs?
Does it encourage scientific kitchen planning?

- a. Arrangement of space?
- b. Proper choice and amount of equipment?
- c. Arrangement of equipment?

Does it prepare girls for managing their own homes?
Does it encourage planning of adequate home storage facilities?
Does it provide opportunity to learn to care for small household equipment?
Does it list places where model homes and rooms may be seen?
Does it stimulate interest in being an efficient homemaker? In a career?
For example -- home service consultant; household home employee;
home economics teacher; home demonstration agent?

4-H HOME IMPROVEMENT PROGRAM
OBJECTIVES

To help 4-H Club girls:

1. To acquire a knowledge of the principles and the materials involved in making the home more attractive and convenient at minimum cost.
2. To plan home improvements for beauty, comfort, health, privacy, and safety in keeping with the needs of every member of the family.
3. To appreciate what is good and enduring in old as well as in new furnishings and accessories.
4. To develop the necessary skills such as painting and simple carpentry in making the improvements planned for the home.
5. To demonstrate to others what has been learned relative to home furnishings, arrangements, and practices.
6. To attain those individual and social satisfactions derived from having a comfortable and well-furnished home.

GENERAL CRITERIA FOR 4-H HOME IMPROVEMENT CLUB PROGRAM

- Does it emphasize the importance of a pleasant, comfortable home to the welfare of the family members?
- Does it inspire girls to improve their own rooms? Living room? Other rooms?
- Is basic planning in arrangement of furniture provided?
- Does it create appreciation of basic art principles?
- Are girls enabled to learn to choose materials and color wisely?
- Does it explain how surroundings in home may affect personality?
- Does it teach skills in sewing, painting, carpentry, in relation to home improvement?
- Is the building of bookshelves, for example, related to creating interest in selection of books? Building a home library?
- Do girls learn how to keep rooms clean and orderly?
- Do girls learn how to use small equipment wisely?
- Do girls learn about pictures; for example -- inexpensive sources of prints and their proper use in the home?

4-H ADVANCED HOME IMPROVEMENT (HOUSING) PROGRAM OBJECTIVES

To help 4-H Club members:

1. To develop a desire for an adequate home with attractive surroundings.
2. To know the essential facilities and desirable standards of an adequate home in keeping with family needs.
3. To become aware of the factors that make a good home.
4. To appreciate the social significance of good housing.
5. To understand the importance of home improvements which insure safety, convenience, comfort, good health, and economy.
6. To help their families in planning, remodeling, and building, and also in planting grounds, using available resources wherever practical.
7. To develop skills that will enable them to make home improvements such as painting and carpentry.
8. To gain an appreciation of and a sense of pride in attractive home and community surroundings.

GENERAL CRITERIA FOR 4-H ADVANCED HOME IMPROVEMENT OR HOUSING PROGRAM

Does it point out essentials in house building?

- Materials for construction?
- Location?
- Accessibility of utilities?

- Does it show how the house is important to the whole family?
- Does it emphasize importance of providing for the needs of all the members of the family? For family activities?

Does it create interest in good housing?
Does it develop housing standards as related to --

Family?
Community?

Do health and sanitation play an important part?
Do members learn how to plan a house? How to choose a site? How to finance?
What to consider in heating? What to consider in insulation?
Does it offer study of practical architectural styles?
Does it create desire to use natural resources in improving the home?
Does it apply previous art work in any way?
Is it related to the 4-H home furnishings program?
Does it encourage careful planning of rooms? Example -- efficient kitchen arrangement? Practical storage space?
Does it help girls to apply principles in planning their own future homes?

HOME INDUSTRIES

As a 4-H Club activity, home industries or the making of handicrafts may be a very significant factor in the development of a sound educational program because it can be effectively integrated into the pattern of life with great benefit to all participants.

OBJECTIVES

To help 4-H Club members:

1. To discover their creative and artistic talents.
2. To acquire necessities for personal and home use which in some cases could not be purchased.
3. To supplement the family income through the sale of such crafts as can be marketed.
4. To learn design, balance, form, color, respect for and knowledge of materials and tools, and a general appreciation of aesthetic values, often reflected in personal attire, home decoration, and community improvement.
5. To make practical use of native materials that otherwise would go to waste.
6. To develop hobbies which will encourage worth-while use of leisure time.
7. To provide, through handicrafts, wholesome home recreation for the family.
8. To help in the rehabilitation of the physically handicapped or the mentally disabled, of the community.
9. To develop character and personality. The participation in home industries encourages resourcefulness and inventiveness; provides for self-expression and emotional release; stimulates judgment; develops self-confidence and often a sense of security.

GENERAL CRITERIA FOR A 4-H HOME INDUSTRIES PROGRAM

- Are members encouraged to discuss with their parents things to be made for the home or farm?
- Do they understand instruction easily?
- Are the materials to be used on hand when needed?
- Is a definite place set aside in the home for work on the home industries program?
- Are "work meetings" held often enough to develop high standards?
- Are well-made articles and illustrations easily available for use in the development of high standards?
- Are native materials used when practical?
- Is assistance given in finding markets for the articles made to sell?
- Are instructions given in standardizing, labeling, and packing articles for sale?
- Are members encouraged to sell their articles at roadside stands, bazaars?
- Is opportunity provided for members to make contacts with buyers when practical?
- Are exhibits of articles made encouraged?
- Are sources of handicraft materials made available?

THE IDEAL 4-H HOME

My home must have a high tree above its open gate,
My home must have a garden where little dreamings wait;
My home must have a wide view of fields and meadow fair,
Of distant hill, of open sky, with sunlight everywhere.

My home must have a friendship with every happy thing,
My home must offer comfort for any sorrowing;
And every heart that enters shall hear its music there,
And find some simple beauty that every life may share.

My home must have its mother, may I grow sweet and wise,
My home must have its father with honor in his eyes;
My home must have its children, God grant the parents grace,
To keep our home, through all the years, a kindly, happy place.

REFERENCES USED

- Arts and Crafts for the Recreation Leader. Frank A. Staples, 48 p., illus. New York, National Recreation Association, 1943.
- Art Education for Daily Living. Mable Russell and E. P. W. Gwynne, 248 p., col. illus. Peoria, Illinois, Manual Arts Press, 1946.
- Better Than Beauty; a Guide to Charm. Helen Valentine and Alice Thompson, ed. 2, 172 p., illus. New York, Herald Publishing Co., 1941.
- Clothes With Character. Hazel Thompson Craig, Ola Day Rush, rev. ed. 272 p., illus. Boston, Massachusetts, D. C. Heath & Co., 1946.
- Creative Hands. Doris E. Cox and B. W. Weismann, 249 p., illus. New York, John Wiley & Sons, 1945.
- Developmental Tasks and General Education. Robert J. Havighurst. Chicago, Illinois, Institute of Human Development, University of Chicago.
- Do Adolescents Need Parents? Katherine Whiteside Taylor, 380 p., New York, D. Appleton-Century Co., 1938.
- From Birth to Maturity. Charlotte Buhler, 237 p. illus. Toronto, Musson Book Co., Ltd., 1935.
- Do You Know Your Daughter? Alice Barr Grayson, 306 p., New York, D. Appleton-Century Co., 1944.
- Home Nursing. Dorothy Deming, 63 p., illus. Boston, Little, Brown & Co., 1942.
- How Children Develop. Columbus, Ohio, Ohio State Univ.
- Adventures in Education. Univ. School Ser., No. 3, 79 p., illus., Columbus, Ohio, 1946.
- Guiding the Adolescent. Mary C. Jones, Prog. Ed. 15:605-609, Dec. 1938.
- Guidance and Purposive Living. Arthur Julius Jones and H. C. Hand, Natl. Soc. for the Study of Educ. Yearbook (1938) 37, pt. 1, p. 3-29, Bloomington, Illinois, Public School Pub. Co., 1938.
- Good Manners. Beth Bailey McLean, 128 p., Peoria, Illinois, Manual Arts Press, 1934.
- Insight and Personality Adjustment, a study of the psychological effects of the war. Therese F. Benedek, 307 p., \$4.00, New York, Ronald Press Co., 1946.
- It's More Fun When You Know the Rules, etiquette problems for girls. Beatrice Pierce, 271 p., illus., New York, Farrar & Rinehart, 1935.

- Living With the Family. Hazel Huston Price, 62 p., illus. Boston, Mass., Little, Brown & Co., 1942
- Marriage and Family Relationships. Robert Geib Foster, 314 p., New York, The MacMillan Co., 1944.
- Personal Problems of the High School Girl. Frances S. Miller and Helen H. Laitern, ed. 2, 433 p., New York, John Wiley & Sons, 1945.
- Personal Social Development of Boys and Girls. Lois Hayden Meek, Chairman, Committee on Immediate Social Relations, New York, Progressive Education Association, 1940.
- Popular Home Decoration. Mary Davis Gillies, 309 p., illus., New York, Wm. H. Wise & Co., 1940.
- Psychology of Adolescence. Luella Cole, rev. ed. 660 p. illus., New York, Farrar & Rhinehart, 1942.
- Social Life and Personality. Emery S. Bogardus and Robert H. Lewis, rev. ed. 592 p., illus., New York, Silver Burdette Co., 1942.
- Social Psychology of Adolescence. Edward Partridge, 361 p. illus., New York, Prentice-Hall, Inc., 1938.
- Emotion and Conduct in Adolescence. Caroline B. Zachry and Margaret Lighty, 563 p., New York, Appleton-Century Co., 1940.
- Adolescent Period; a graphic and pictorial atlas. Frank K. Shuttleworth, Soc. for Res. in Child Development Monograph, v. 3, no. 3, 246 p., illus. Washington, D. C., Natl. Res. Council, 1938.
- Young America's Cook Book. Compiled by the Home Institute of the New York Herald Tribune, 274 p., illus., Scribners' Sons, 1938.
- Your Carriage Madam, a guide to good posture. Janet Lane, 130 p. illus., New York, John Wiley & Sons, 1934.
- Youth, Marriage and Parenthood; the attitude of 364 university juniors and seniors toward courtship, marriage, and parenthood. Lemo D. Rockwood and Mary E. Ford, 298 p., New York, John Wiley & Sons, 1945.

1. The first of these is the

2. The second is the

3. The third is the

4. The fourth is the

5. The fifth is the

6. The sixth is the

7. The seventh is the

8. The eighth is the

9. The ninth is the

10. The tenth is the

11. The eleventh is the

12. The twelfth is the

13. The thirteenth is the

